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ABSTRACT

Intended for gifted program coordinators, the booklet (in draft form) contains information on the relationship of evaluation to program development and the process steps in program evaluation. Topics examined include decision questions in gifted program evaluation, sample evaluation designs, and process measurement. Approximately one-half of the booklet consists of an appendix of sample evaluation instructions such as attitude surveys of students and parents involved in pilot projects, sample independent study questionnaires, and attitude surveys toward the independent study questionnaires. (MH)

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A HANDBOOK FOR GIFTED PROGRAM EVALUATION

Prepared by:

Task Force of Area Service Center Staff
in Cooperation with the State Gifted Staff,
Illinois Office of Education

Models designed by: Linda Avery

DRAFT

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The main purpose of this booklet is to explain the concepts and steps in program evaluation in a manner that will prove helpful to Gifted Program Coordinators in the state of Illinois so that they may effectively evaluate local districts gifted programming efforts.

The booklet contains basically three sections:

1) The relationship of evaluation to program development
2) The process steps in evaluation
3) An appendix of sample evaluation instructions

What is Program Evaluation?

One of the most practical definitions of evaluation is the: "delineation, collection, and reporting out of data for decision-making purposes". This definition is very useful for two reasons: it identifies the basic steps in the evaluation process and it stresses the inter-relationship between evaluation and decision-making. Evaluation is a process or a means, not an end in itself: it is the handmaiden of decision-making. Before one can commence the evaluation process, one must first know what decisions need to be made, who will have to make them and by what time.

The steps in the evaluation process are the same for all levels of evaluation from student evaluation to classroom evaluation to building district or state level evaluation. What varies in each of these situations is the kind of decision with which one is faced. In order for a classroom teacher to know if a student is mastering single-digit addition, he will collect certain data. In order for a district administrator to know if the gifted program should be maintained or terminated, he wil also collect certain data. The steps or procedures each goes through to gather such data are basically the same. In some cases, they may even be collecting similar data. What is different in each case is the purpose for which the data will be used.

What are the Decision Questions in Gifted Program Evaluation?

It is from the early stages of the program development cycle that the decision questions for focusing evaluation emanate.

There are three main stages in the program development cycle:

PLANNING (identifying needs, goals, objectives)

IMPLEMENTATION

EVALUATION

In the planning phase of program development, various decisions are made:

1) What type of program is to be offered; 2) who will be eligible for participation; 3) where and when will the program occur.

The most important planning decisions then become the objectives of the program:

1) What is the program intended to accomplish; 2) how will it go about accomplishing this; 3) what will be the benefits to students: if we are very clear in spelling out during the planning phase what the intended outcomes are, then it will be easier in the evaluation phase to see if the program has achieved these outcomes.

The second main stage of program development is implementation. In the implementation stage, human material resources are deployed to carry out the proposed plan. Decisions which occur during this phase are based on whether or not things are going along as originally planned. Questions which arise from the implementation phase will require decisions about whether or not to modify components of

a program: 1) are the appropriate students being identified 2) does the in-service training result in effective classroom instruction for the gifted 3) are students motivated by the special program materials.

Thus, the third main stage of program development, the evaluation stage, is strongly tied to decision issues in the first two stages since evaluation cannot occur in a vacuum. As illustraced above, it must provide information to make decisions about two sets of questions:

1) Is the proposed program achieving its objectives?
2) How well are the component parts working?

What to Look for in Gifted Program Evaluation

Ideally, gifted programs should specify at least two types of outcomes. They should make a difference in student behavior in the area of giftedness which they address, and they should incur positive attitudes on the part of students, parents, teachers, and administrators. If your gifted program is content accelerative in nature, student behavior might be measured in terms of growth or progress through the subject matter. If our gifted program is enrichment oriented, student behavior might be measured in terms of the quality of products or project produced. The following chart illustrates categories of appropriate outcomes to be addressed through gifted programs:

Program Approach	Outcome Evaluation
Acceleration	Student Progress
Enrichment	Student products and/or progress

The following example demonstrates very clearly the relationship between expectations of the program and student behavior outcomes:

Objective	Activities	Evaluation
Fifth grade students will increase their critical thinking abilities by the end of one semester.	1. Students will be presented with the structured components of critical thinging (ala Bloom's Taxonomy). 2. Students will apply these structured components to the following elements: film, books, current events, and world problems. 3. Students will demonstrate their ability to apply critical thinking via the following: class discussions, debates, written essays, and special projects.	A. Students will be pre- and post-tested in the Watson-Glasser Critical Thinking Appraisal and will show a marked increase as a group. B. Students will develop essays on controversial problem areas. These essays will demonstrate mastery of the higher levels of Bloom's Taxonomy when judged by two other elementary teachers in the school. 90% of the students will satisfactorily complete the assignment.

Yet almost as important as student outcomes of the program are the process utilized to achieve those outcomes and the degree to which they are working satisfactorily. The following chart delineates some of these areas and identifies questions of importance for future planning by program coordinators:

Area	Definition	Evaluation Questions
Identification	Procedures and instruments for determining who is gifted and who belongs in program.	1. How much time is required to carry out processes? 2. How useable are the forms? Are they easy to administer and complete? 3. Do teachers understand the process? 4. Are there high correlations between various instruments used? If so, is there a need to administer multiple instruments? 5. Have any check-lists that are being used been field-tested? 6. How cumbersome are the methods for integrating the data from various instruments?
Staff Development	Procedures for in-servicing teachers and administrators in information and skills that will enable them to successfully understand and implement the program.	1. Is there a process for identifying staff needs? Has it been efficient and effective? 2. Have improved practices resulted in the classroom as a result of in-service? 3. What other effects of in-service occurred, i.e., changes in attitudes, commitment, level of knowledge? 4. How successful were the organizational aspect of the in-service, i.e., timing, facilities, approach, structure and materials?
Curriculum	Materials and methodology developed to address the needs of gifted students.	1. Are the materials which are selected appropriate for the level of the student? 2. Are the materials properly used? 3. Do students enjoy the materials? 4. Were appropriate personnel involved in the selection of materials? 5. Does the methodology used compliment the materials? 6. Does the teacher feel comfortable with the methodology? 7. What is the climate of the classroom?

Area	Definition	Evaluation Questions
Dissemination	Procedures for creating awareness among the staff and community.	1. Have dissemination materials been developed? Are they attractive and convincing? 2. To what groups have they been disseminated? 3. Have inquires about the program been documented? Where are such inquires coming from? 4. What different strategies for dissemination have been effective?

What are the Steps in Program Evaluation?

The definition of evaluation which was used in the first part of this booklet indicates that there are three general steps in the evaluation process. These three general steps of delineating, collecting and reporting data can be broken down into five specific steps.

Step 1 -- Planning the Evaluation Design

At the juncture in program development when you are planning the objectives and mechanics of your gifted program, you should also develop an evaluation design. The evaluation design is the planning document that sets forth the scope and sequence of the evaluation effort. A sound evaluation design should include the following components:

a. Performance Objectives -- Statements of what the outcomes of the program are to be in terms of the students, parents, administration and staff. These should include the individual who will be exhibiting the behavior, the behavior and the objective of the behavior.

b. Measurement Devices -- Names or descriptions of instruments you will be using to measure your objectives.

c. Criterion Levels -- Statements of what level or degree of attainment of the objective you think will indicate success.

d. Data Collection Schedule -- A timetable for administering the instruments and compiling the report.

e. Data Analysis Procedures -- How you intend to analyze the data; such as adding totals, figuring percentages, computing means. (It is unlikely in your gifted program that you would have to use sophisticated statistical procedures).

Following are sample designs for two types of objectives for a gifted program.

SAMPLE EVALUATION DESIGN FOR STUDENT GROWTH

Objective Measurement Criterion Level	Seventh grade gifted students will demonstrate mastery of Algebra and Advanced Algebra as measured by the Cooperative Algebra Tests. By the end of the school year, 90% of the students will have scored at least 35 out of 40 points on the Algebra I test, and at least 30 out of 40 points on the Algebra II test.
Data Collection Schedule	Pretest on form A of Algebra I - September 3, 1978 Post-test on form B of Algebra I - December 17, 1978 Pretest on form A of Algebra II - January 3, 1979 Post-test on form B of Algebra II - May 29, 1979 Data compiled for year - by June 6, 1979 Report submitted to I.O.E. - by June 15, 1979
Data Analysis Procedures	In order to analyze this data, I will compute the percentage of students scoring at least 35 points on the Algebra I test. Then I will determine how many also scored at least 30 points on the post test. If this percentage equals 90% or greater, I will have met my criterion for success.

SAMPLE EVALUATION DESIGN FOR PARENT ATTITUDES

Objective Measurement Criterion Level	Parents of students participating in the Gifted Program will demonstrate positive attitudes toward the quality of the Gifted Program as measured by a Parent Attitude Questionnaire. Eighty percent of the parents will indicate a positive attitude as defined by a total score of + 1 or greater on the instrument.
Data Collection Schedule	Questionnaire will be developed and reproduced by October 30, 1978. Questionnaire will be mailed to all parents on April 2, 1978. Questionnaire will be returned by April 20, 1979. If returns are low, a second mailing will occur April 25, 1979. This questionnaire will be returned May 10, 1979. Data compiled by May 20, 1979. Report submitted to school board by June 4, 1979.
Data Analysis Procedures	In order to analyze this data, I will compute a positive or negative score for each questionnaire returned. Then I will figure the percentage of returned questionnaires having positive scores. If 80% of these scores are positive, I will have met my criterion for success.

Step 2 -- Identifying or Developing Instruments

The identification or development of appropriate instrumentation to measure the objectives of a program is perhaps the most challenging of all the steps in evaluation. The reason for this is that it requires certain information that the designer of the evaluation does not always have at his or her immediate disposal. Since most of us are not testing experts, we will need to seek out this information from various sources.

Student progress -- standarized test measurement

When we use the term student progress we are talking about the mastery of additional knowledge and skills in a subject matter discipline. In an accelerated approach to programming, the time frame in which this learning takes place is extremely compressed. Consequently, the best measurement of student progress as a result of acceleration is usually a standardized subject matter test administered when the course content has been satisfactorily covered. Mathematics and the sciences easily lend themselves to this kind of approach, but composition, reading, and social studies can also be accelerated. In order to find the most appropriate instrument for measuring student mastery in a subject matter area, one should check various resources:

1) The classroom teacher or department chairperson responsible for the subject matter area.
2) Publishing company salespeople.
3) A curriculum expert at a university.
4) The school guidance counselor and/or psychologist who may have access to some of the reference literature on available standardized tests.

Factors to keep in mind when selecting a test are: accessibility (can you get sufficient copies in time), cost, reading difficulty, consistency between course content and test items, and test reliability. Test reliability is usually reported in the technical manuel accompanying the test forms, and just means that the scores for a group of students tend to be consistent either overtime or if two different forms are used.

Student Products-rating Scale Measurement

When we use the term student products, we are talking about a tangible artifact developed/constructed by a student which represents a culmination of some additional experience or information provided to him/her. Student products may be academically oriented such as science or computer projects or term papers in English or Histroy, or they may focus on creative or aesthetic ventures. In measuring student products, one assesses the quality of the product along a continum of pre-specified criteria. These criterial should be stated in behavioral terms so that two persons looking at the same product would respond in the same way on the instrument. Most student product evaluations use a rating scale format to assess quality. An example of the type of item that might appear on a rating scale to measure student excellence in any area might be as follows:

1. To what extent does the product indicate close attention to detail?

5	4	3	2	1
to a great extent		somewhat		to a very limited extent

2. To what extent does the project represent a fision or synthesis of ideas/ images/theories?

5	4	3	2	1
to a great extent		somewhat		to a very limited extent

In order for the rating scale to reflect the specific criteria that the enrichment experience is intended to address, you will probably have to develop your own scale, Some procedures which you might want to follow in development are listed below:

1. Gather a committee of teachers and counselors to assist in the development of the instrument.
2. Have the committee brain-storm a list of potential criteria.
3. Compile the list and translate them into individual items.
4. Have several people use the instrument to assess the same set of products. (Pilot-test)
5. Examine the results from each item. (Are there areas where a difference of opinion occurs? Is this because the item itself is not clear?) Refine items and discard those that are inappropriate or redundant.
6. Ask raters for additional input in terms of using the instrument; i.e., how long did it take, were the instructions clear, did it seem to measure what was supposed to be measured? Use their data to further refine the instruments.
7. Use the instrument to evaluate the products. Be sure to have more than one rater for each product.
8. Examine these data for possible revision of the instrument for future years.

If you follow these procedures, you will develop some very useful rating scales. They will enable you to provide sound documentation that your program is impacting on students and will also help your teachers to clearly determine the effectiveness of enrichment experiences.

Attitude Measurement

In the appendix of this booklet, several attitude questionnaires are provided. You may want to modify some of these or develop your own. Some of the things you will need to consider in developing attitude questionnaires are listed below:

1. Do not use education jargon. Use simple, direct terminology that the lay person can easily understand.
2. Do not develop a long instrument. Anything that takes more than 20 minutes to complete will be discarded by many recipients.
3. Use a format that allows for easy aggregation of the results. Open-ended questions provide a lot of information but they take hours to analyze. A simple yes/no format or an agreement continuum (strongly agree, agree, neutral, disagree, strongly disagree), or positive/negative scale (2, 1, 0, 1, 2) provide results that can be easily compiled.
4. Be sure to define your criterion levels in advance. What constitutes a positive attitude? A minimum of 15 yes's on a 20 item questionnaire? 100% of the responses falling in the strongly agree or agree columns?
5. If your questionnaire is being mailed to people, be sure to enclose a stamped self-addressed envelope for ease in returning the questionnaire.
6. If possible, allow respondents to remain anonymous. This might increase the honesty and openness of responses.

Process Measurement

The kinds of instruments used in process evaluation are logs, checklists, minutes, anecdotal records, quarterly reports, etc. After you have set forth the objectives which deal with the implementation of the program you will need to ascertain what type of instrument verifies the accomplishment of these activities and to what degree. For instance, if you have an objective which calls for the development and implementation of an identification procedure by October 1, 1978, that is accurate and of reasonable cost, you will need to collect three kinds of data. (See chart below)

Kinds of Data	Verification Device
Time	Management Report
Accuracy	List of mobility cases
Cost	Budget breakdown

Instrumentation for process evaluation is often already in existence or can be developed with every little effort. It mostly involves an understanding of what components of the program you need information on and a clear statement of the questions that you need answered about these components.

Step 3 -- Administering the Evaluation Instruments

There are two important issues to consider in the adminstration of evaluation instruments:

Timing -- With some evaluation instruments, you will not have any latitude in determining when they have to be administered. Instruments which measure student progress or products will have to occur at the conclusion of certain units of study. However, in measuring student, parent, teacher, and administrator attitudes, you will want to scatter the distribution and consequent tabulation of results over an extended period of time. The adequate management of time for the administration of instruments is critical. Be sure not to schedule the administration of too many tests or other measurement devices at one point.

Standardization -- In order for test results to be comparable across classes, there has to be a certain amount of standardization in the administration of the instruments. This is especially important for measurements of student progress and student products. Areas where you may want to provide consistency in administration are as follows:

a. Time of day
b. Person administering test
c. Use of supplemental resources -- calculators, dictionaries, etc.
d. Test site
e. Adherence to specific test instructions or format

Step 4 -- Collecting, Compiling, and Analyzing the Data

There are two points to address in the collection, compilation, and analysis of data.

Organization -- Be sure all forms are returned to the same location. If multiple classroom teachers are providing data, try to have results coded for each classroom. This will make it easier to keep track of who has returned forms and who has not. If you have an unmanageable number of forms to check, line up extra help in advance. The checking and coding of forms is usually a very rapid process but also a tedious one. Try to develop coding forms that will make it easier to compile the results. Keep raw data for 4 to 6 months in case any results are challenged.

Consistency with Criterion Levels -- Make sure that your analysis of data conforms to the specifications of your evaluation design. Do not compute means if your design calls for percentages. Then examine the criterion levels set forth in the design. Does the data indicate that you have met or exceeded your expectations for success or do they reveal that you have fallen short? What implications can be drawn from the comparison of actual results with projected criterion levels?

Step 5 -- Preparing and Distributing the Evaluation Report

The final step of the evaluation process is perhaps the most rewarding. In preparing the evaluation report, you are able to integrate, synthesize, and interpret all the information you have gathered as a result of the evaluation effort. In your evaluation report, you will probably want to have sections which discuss the following topics:

1. Purpose and specific objectives of the Gifted Program
2. Instrumentation and Scheduling
3. Data Analysis
4. Results
5. Conclusions and Recommendations

The evaluation report should be clear and readable and should be shared with a variety of persons, such as teachers in the gifted program, building principals, the school superintendent, the school board, the chairperson of the PTA, your Area Service Center staff, etc. In addition, you may want to prepare a two or three page abstract of the report for even wider distribution. It is a good practice to make sure that all persons who have contributed datat to an evaluation effort receive copies of the results. Consequently, a short abstract, circulated to all teachers, counselors, parents, administrators, and students who assisted you in carrying out the evaluation process, is a good way to foster positive public relations.

One last, but very important, thing to remember about the evaluation process is that the results from this process should modify and direct any future planning and implementation efforts.

Where Can I Get More Help?

Hopefully this booklet has provided you with some helpful information regarding gifted program evaluation. If you would like a more comprehensive treatment of the subject, you will want to examine A Guidebook For Evaluation Programs for the Gifted and Talented by Dr. Joseph Renzulli. This guidebook is available from the National/State Leadership Training Institute of the Gifted and Talented located at the following address:

Suite PH-C
316 W. Second St.
Los Angeles, CA. 90012

You may want to contact your Gifted Area Service Center for assistance in evaluation. Centers are now beginning to sponsor workshops in the area of gifted program evaluation for Gifted Program Coordinators. These workshops will provide concrete examples of gifted evaluation designs and will offer technical assistance on terms of specific questions and issues.

Another available resource is your Program Service Team representative. These individuals are linkage agents from the Illinois Office of Education who are trained to locate and secure educational resources upon request. They have direct contact with every school district in the state and offer a wide range of services in program development.

Summary

Do you know more about program evaluation than you really wanted to know? If so, then this little booklet has served its purpose. You should now understand that program evaluation requires thorough planning and thoughtful execution but it is neither frighteningly complex nor technical. As a program coordinator you can easily acquire the skills that will enable you to carry out an adequate and effective evaluation. You may have to modify some of the expectations highlighted in this booklet so that they are more compatible with the scope and resources of your gifted program. And, you may require some additional reading or training to buttress your level of expertise or confidence. However, with a strong commitment to the evaluation process and willingness to learn from your mistakes, you should now be ready to tackle the challenge of gifted program evaluation.

APPENDIX

INSTRUMENT FOR DETERMINING
THE ATTITUDES OF STUDENTS INVOLVED IN
MICHIGAN'S SECTION 47 PROJECTS
TOWARD THE PROJECTS

Project Objective No. 1: 80% of the students involved in the Michigan pilot projects for the gifted and talented will indicate positive attitudes towards the projects, as measured by an attitudinal survey prepared by the state program coordinator and administered toward the close of the school year.

Directions to the student: Below are listed 10 questions about the special program you have been a part of this year. The questions are meant to find out your feelings about this program.

Please place a check mark ( ) in front of the answer that best describes your feelings. Make only one check for each question.

At the end of the ten questions, two more questions are asked that require you to write out your answers. You may write as much as you want to on these questions. You may write as much as you want to on these questions. If you don't have space enough, use the back of the sheets.

Directions for project personnel: In order to achieve the objective, 80% of the students completing this attitudinal survey must attain a minimum score of 55 points.

The point values for the various responses vary from question to question. The points for each question appear in the blanks.

Note: A student version of this instrument, which will not include the "Directions for project personnel," the full name of the instrument, the program objective, and the point values for the responses, will be prepared for student use.

1. I like the program:

   10 a lot.
   5 some.
   0 not at all.

2. The amount of time I spend in the program is:

   0 too long.
   10 about right.
   0 don't care.

3. My interaction with other students in the program is:

   0 boring.
   10 interesting.
   0 too limited to be able to judge.

4. How would you rate your learning in the program?

10 I learn more.
0 I am not learning any more than I did before the program started.
0 I think I may be missing too many important things.

5. How do you feel about the things you are expected to do in the program?

0 too hard.
10 challenging but I can do it.
10 about right.

6. I like working with students who are closer to me in their interests and abilities:

10 a lot
5 some.
0 not at all.

7. The way learning activities are organized in this program is:

10 stimulating.
0 dull.
5 okay.

8. To me the topics and problems discussed in this program are:

10 important.
0 not important.
5 okay.

9. Having a chance to go deeper into subject areas is:

10 exciting.
5 okay.
0 boring.

10. I look forward to taking part in this program.

10 a lot.
5 some.
____ not at all.

A. List important things you have gotten from being in this program.

INSTRUMENT FOR DETERMINING
THE ATTITUDES TOWARD THE PILOT PROJECTS
OF PARENTS WHOSE CHILDREN ARE INVOLVED
IN THE SECTION 47 PROJECTS

Project Objective No. 2: 80% of the parents of students involved in the pilot projects for the gifted and talented will indicate positive attitudes towards the projects, as measured by an attitudinal survey prepared by the state program coordinator and administered toward the close of the school year.

Directions to the parent: As you undoubtedly know, your child has been a member of a special program for talented students. This program has been funded, at least in part, by state funds (Section 47 of the State Aid Act). Twelve districts have received funds for these pilot programs.

We are anxious to determine the attitudes parents of the students have toward the programs. Therefore, we have prepared the following set of questions which are designed to survey parental attitudes. We hope you will take a few minutes to fill out this form and return it to the indicated address.

Fifteen questions are listed. In the spaces provided to the right of the questions, you are asked to indicate the following:

Strongly agree.....SA
Agree.....A
Neutral.....N
Disagree.....D
Strongly Disagree...SD

Indicate only one check ( ) for each question. Please respond to each item.

Space is provided for you to comment on each question, if you care to do so. Also, two additional questions are asked which require a written response. We would appreciate it if you would take the time to respond to these questions as well. You may use the back of the sheets if you need additional space.

Directions for project personnel: In order to achieve the objective, 80% of the parents completing this attitudinal survey must attain scores above zero, the point range being plus 30 to minus 30. The point values for each of the responses are as follows:

Strongly agree (SA).....+2
Agree (A).....+1
Neutral (N).....0
Disagree (D).....-1
Strongly Disagree (SD)....-2

Note: A parent version of this instrument, which will not include the "Directions for project personnel," the full name of the instrument, or the program objective, will be prepared for parent use.

SA A N D SD

1. This program meets the needs of my child.

   Comments:

2. I feel that I understand what is going on in the program.

   Comments:

3. This program has made a positive difference in my child's attitude toward school.

   Comments:

4. This program has increased my child's self-confidence.

   Comments:

5. This program has enlarged my child's friendships.

   Comments:

6. I do not feel that my child is missing the "basics" as a result of this program.

   Comments:

7. I think this program should be continued.

   Comments:

8. I think it is important to have my child work with children of similar academic ability.

   Comments:

9. I am not concerned about my child being away from the regular classroom.

   Comments:

10. I am pleased that this program lets students of similar academic interests and abilities work together.

    Comments:

11. I am pleased that this program uses my child's current interests to develop in-depth academic activities.

    Comments:

SA A N D SD

12. I am pleased that my child is able to develop new interests in this program.

    Comments:

13. I am pleased that my child is exposed to areas of the curriculum in which he/she hasn't worked before.

    Comments:

14. I am pleased that this program tries to develop greater enthusiasm in my child for academic pursuits.

    Comments:

15. I am pleased that my child is able to bypass repetitious and inappropriate requirements.

    Comments.

A. What has been the most beneficial thing that has happened to your child as a result of participating in this program?

B. What suggestions would you have for improving the program?

STUDENT QUESTIONNAIRE -- CHICAGO GIFTED PROGRAMS

1. I asked to be in this class — Yes No

2. I was chosen by the teacher (s) to be in this class. — Yes No

3. I find the work in this class a little too easy. — Yes No

4. The work in this class moves too slowly. — Yes No

5. In this class we can express ideas openly. — Yes No

6. Do you feel you are better in this subject than in other subjects? — Yes No

7. I am given more responsibility for my own learning in this class than in my regular classes. — Yes No

8. In this class I can work at my own speed. — Yes No

9. In this class we learn as much about the subject as we want to learn. — Yes No

10. In this class I understand why I did well or poorly. — Yes No

11. How is your gifted class different from your other classes?

12. What did you like the most about this class?

13. What did you like least about this class?

14. What ideas do you have for making this class better next year?

STUDENT EVALUATION
LEARNING CENTER PROGRAM

For the past sixteen weeks you have been attending sessions at the Hillsborough County Learning Center. We would like to know some of your feelings about the program. By answering questions and completing the following sentences, you can help us in improving the program.

1. Which class did you like best?_____

2. Why?_____

3. Of the classes I was not in, I wish I could have taken_____

4. Why?_____

5. I wish my classes at the Learning Center were longer,____, shorter,____, the same_____. (Check one)

6. The Learning Center needs more _____

7. The class in which I learned or accomplished most was _____

8. If I could change three things about the Learning Center, I would change:
   a._____
   b._____
   c._____

9. Has the Learning Center helped you in any way with things you do at school?

   _____

10. How?_____

11. Has the Learning Center helped you in any way with things you do at home?

    _____

12. How?_____

13. Has the Learning Center helped in any way with the way you get along with or feel about people?_____. If so, how?_____

From: Florida's State Resource Manual for Gifted Child Education. State of Fla. Dept. of Ed., 1973

SATIS-Q

STUDENT ATTITUDE TOWARD INDEPENDENT
STUDY QUESTIONNAIRE

by

Joseph S. Renzulli
Robert K. Gable

Bureau of Educational Research
University of Connecticut

THIS IS NOT A TEST
. . . there are no right or wrong answers . . .

Directions:

On your answer sheet please record the following information in the blank spaces:

1. Your school in the space marked "School"
2. Your grade in the space marked "Grade"
3. Number of years in the ISP in the space marked "Test"
4. Subject areas you have studied in the space marked "Instructor"

DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE OR THE ANSWER SHEET.
NO ATTEMPT WILL BE MADE TO IDENTIFY PERSONS COMPLETING QUESTIONNAIRES.

Following is a list of factors which are important in the effective operation of the Independent Study Program (ISP). Please rate the program on each of the factors by darkening the appropriate space on your separate answer sheet. Use what you would consider to be the ideal program as a standard of excellence in making your ratings. Keep in mind that there are no right or wrong answers to any of these questions. Your honest opinion about each factor will be the best answer.

If the program is EXTREMELY POOR with respect to the factor darken space A on your answer sheet.
If the program is BELOW AVERAGE with respect to the factor darken space B on your answer sheet.
If the program is BELOW AVERAGE with respect to the factor darken space C on your answer sheet.
If the program is ABOVE AVERAGE with respect to the factor darken space D on your answer sheet.
If the program is EXCELLENT with respect to the factor darken space E on your answer sheet.

Prepared for the Independent Study Program for Gifted Students, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, Connecticut 06517

A = Extremely Poor
B = Below Average
C = Acceptable
D = Above Average
E = Excellent

1. Extent to which the ISP has influenced you to attend college.
2. Extent to which your ISP studies have influenced the area that you would like to major in if you go to college.
3. Extent to which your ISP studies have influenced your career choice.
4. Extent to which ISP has helped you develop skills in decision making.
5. Extent to which ISP has helped you in making choices.
6. Extent to which ISP has helped you to develop a sense of control over your future.
7. Extent to which ISP has made you more excited about learning.
8. Extent to which ISP has increased your motivation to learn.
9. Extent to which ISP has helped you to become a better evaluator of your own work.
10. Suitability of the method by which students are selected for the program.
11. Opportunity to select topics for study which are of interest to you.
12. Opportunity to pursue topics to the extent that you desire.
13. Degree to which the objectives of the program were in agreement with your personal objectives.
14. Effect of the ISP on your study habits.
15. Extent to which ISP has helped you to think critically.
16. Extent to which ISP has helped you to organize your thoughts.
17. Extent to which ISP has helped you to focus your thoughts.
18. Extent to which the ISP has helped you to become acquainted with your own thinking, working, and learning styles.
19. Appropriateness of the way the ISP is organized.
20. Extent to which ISP has helped you to develop more individual responsibility.
21. Your overall rating of the ISP in terms of fulfilling your immediate educational needs.
22. Extent to which you have mastered your objectives as a result of being in ISP.
23. Degree to which you are challenged by ISP.
24. Opportunity for interaction with your ISP teachers.
25. Opportunities to meet with consultants or experts in the field(s) in which you are studying.
26. Opportunities for you to express your ideas and feelings.
27. Extent to which ISP has helped you to develop your self-confidence.

Answer questions 28 through 39 by:

Darkening space A if you think the ISP is the best answer.
Darkening space B if you think the regular school program is the best answer
Darkening space C if there is no difference between the ISP and your regular school program.

28. Which holds you more responsible for work?
29. In which do you try out ideas more?

30. In which do you use your time to best advantage?
31. In which do you express more creativity?
32. Which provides better teachers with highest ability?
33. In which do teachers take the greatest personal interest in you?
34. In which are teachers more enthusiastic about their subjects?
35. In which do you put forth the greatest effort?
36. Which challenges you the most?
37. Which do you think is more effective in preparing you for courses that will follow the course(s) you are now taking in ISP?
38. Which do you think is more effective in preparing you for acceptance into college?
39. Which do you think is more effective in preparing you for the work that you will do in college?

EVALUATION REPORT 1975-1976
CHICAGO GIFTED PROGRAMS

Name of Program_____ District_____

Teacher_____ School_____

1. Do you have a copy of the current proposal for your gifted program?

Yes_____ No_____

2. To what extent do you feel that the identification-selection procedures used in your program were effective?

1 2 3 4 5
Not effective Very effective

Please indicate any problems you may have had in the identification-selection of students for your program.

_____

_____

_____

_____

3. To what extent were you able to follow the objectives, activities, and evaluation procedures stated in the proposal for your program?

a) Objectives and activities

1 2 3 4 5
Difficult to follow Easy to follow

Please indicate any problems you may have had in implementing the objectives or activities of your program.

_____

_____

_____

_____

(Continued)

b) Evaluation procedures

1 2 3 4 5
Difficult to follow Easy to follow

Please indicate any problems encountered in evaluating your program:

_____

_____

_____

_____

4. Different program objectives require different levels of cognitive behavior. In the packet with this form a description of these levels or though processes was included. After referring to this description, please indicate the percentage of time in your program that is devoted to these various levels.

a) Knowledge _____% of time

b) Comprehension _____% of time

c) Application _____% of time

d) Analysis _____% of time

e) Synthesis_____% of time

f) Evaluation _____% of time

5. How supportive of your gifted program were:

a) Parents of the Gifted

1 2 3 4 5
Not Supportive Very Supportive

b) Teachers in your school

1 2 3 4 5
Not Supportive Very Supportive

c) Community in General

1 2 3 4 5
Not Supportive Very Supportive

6. What percentage of students were there in your gifted class who you feel did not meet the selection criteria as stated in your proposal?

1	2	3	4	5
o%-20%	20%-40%	40%-60%	60%-80%	80%-100%

7. From the following list of problem areas rank from "1" to"5" those which presented the major difficulties in implementing your program (rank of "1" for most serious problem, etc.)

_____difficulty with student identification-selection

_____lack of preparation time

_____insufficient time to spend with gifted class.

_____lack of support from gifted office

_____inadequate funding

_____poor proposal objectives

_____inadequate program activities

_____inadequate evaluation models

_____inappropriate teaching strategies for gifted children.

8. What do you feel are the strengths and weaknesses of your Gifted Program:

Strengths:_____

_____

_____

Weaknesses_____

_____

_____

9. What recommendations do you have to improve the gifted programs in Chicago?

_____

_____

_____

_____

PROJECT GIFTED -- WARWICK
1972-1973

Parent Questionnaire

Directions: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope within the next two or three days.

You can help to make Project Gifted a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in the project, each person's opinion will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate Project Gifted.

	Yes	No
1. Have you been provided with enough information about why your child has been selected for Project Gifted?	____	____
2. Have you been provided with enough information about the objectives of Project Gifted?	____	____
3. Have you been provided with enough information about the activities and experiences that your child pursues in Project Gifted?	____	____
4. Have you been invited to visit the Project Gifted classroom?	____	____
5. Have you been offered sufficient opportunity to discuss your child's progress with the teacher?	____	____

6. Which of the following comments best expresses your child's general attitude about Project Gifted?

Enthusiastic ____
Positive ____
Indifferent ____
Negative ____

7. Has your child expressed pleasure or enjoyment about the work that he or she does in Project Gifted? (check one)

Often ____
Sometimes ____
Seldom ____
Never ____

8. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted?

Very Challenging ____
Somewhat Challenging ____
Not at all Challenging ____
No Answer ____

From: Renzulli, J.S., An Evaluation of Project Gifted. Storrs; The University of Conn., 1973

	Yes	No
9. Has your child encountered any problems with his friends as a result of being involved in Project Gifted? If yes, please describe.	____	____
10. Do you think that the name "Project Gifted" calls unnecessary attention to the children participating in the program?	____	____
11. Have you or your child encountered any problems as a result of being transported to another school? If yes, please describe.	____	____
12. Has your child expressed a concern about missing work in the regular class or making-up assignments because he is out of the room to attend Project Gifted?	____	____
13. Has your child's regular classroom teacher(s) expressed any displeasure because your child has missed work because he or she is attending Project Gifted? If yes, please describe.	____	____
14. If your child is invited to participate in Project Gifted next year, will you encourage him to do so? If no, tell why.	____	____
15. Can you identify any changes in your child's behavior or attitude toware school or education which seems to result from his or her participation in Project Gifted? If yes, please describe.	____	____
16. Do you have any specific suggestions for changes in the operation of Project Gifted or the way it affects children or their parents?	____	____

Number of years your child has been in Project Gifted _____.

INSTRUMENT FOR TEACHERS

We suggest you read through the questionnaire before answering any items.

Part 1

Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate letter. The letters mean the following:

SA - Strongly agree

A - Generally agree

U - Undecided or neutral

D - Generally disagree

SD - Strongly disagree

Please use the comment line if you want to explain your answer.

1. I feel this school does a good job with the able students.	SA	A (4)	U	D	SD
Comments_____					
2. The teaching situation in this school is a favorable one.	SA (3)	A (1)	U	D	SD
Comments _____					
3. This school provides a well-balanced educational program.	SA (3)	A	U (1)	D	SD
Comments_____					
4. The community is very supportive of our school program.	SA (1)	A (2)	U (1)	D	SD
Comments_____					
5. Students in the gifted classes spend too much time on those classes at the expense of other classes.	SA	A	U	D (4)	SD
Comments_____					
6. Many students not in the gifted program resent the program.	SA (1)	A	U (1)	D (1)	SD (1)
Comments_____					

From: Sjogren, D, Hopkins, T, & Gooler, D Evaluation Plans and Instruments: Illustrative Cases of Gifted Program Evaluation Techniques. Center for Instructional Research and Curriculum Evaluation. Urbana-Champaign: University of Illinois.

	SA	A	U	D	SD
7. I think more students should be in the program than at present.	1			2	1

Comments_____

	SA	A	U	D	SD
8. Generally the students in the gifted program are the ones who should be in it.	1	2		1	

Comments_____

	SA	A	U	D	SD
9. I feel I am well-trained for teaching a gifted class.			3		1

Comments_____

	SA	A	U	D	SD
10. I feel the gifted program is meeting its objectives quite well for the students who are in it.	1	2	1		

Comments_____

	SA	A	U	D	SD
11. I am concerned that I spend too much time preparing for and working with the gifted.			1	3	

Comments_____

	SA	A	U	D	SD
12. I have adequate materials and equipment to teach as I want to teach.		2	2		

Comments_____

Part II

1. Suppose this school were to have a windfall of money. How would you recommend the money be spent? Please indicate by ranking the following programs in terms of which have need for more materials, staff, etc. The program may or may not exist in your school now. Give a rank of one to the program that you consider most important, a rank of two to the next most important, and so on until you have ranked all.

   4 Vocational or pre-vocational program (shop, home ec, etc.

   1 Academic programs

   8 Extra-curricular activities

   2 Gifted program

   7 Pupil personnel services (include guidance, health services, etc.)

   5 Program for low-achieving students

   6 Administrative support (includes clerical support)

   3 Library

   ___ Other (please specify) Resource Center

2. Now let's think the other way. Suppose the budget of your school were to be cut. How would you recommend the cuts be made? Please indicate by ranking the following programs in terms of their expendibility from your point of view. Give a rank of one to the program that you feel should be cut, or reduced first, a rank of two to the next that could be cut or reduced and so on until you have ranked all.

__6__ Library

__6__ Academic programs

__1__ Extra-curricular activities

__4__ Gifted program

__2__ Pupil personnel services

__6__ Lunch program

__3__ Administrative support

____ Other (please specify) _____